

Standard USHC-3: The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.

USHC-3.3 Compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West. (E, H, G)

Taxonomy Level: 2.2-B Understand/ Conceptual Knowledge

Previous/future knowledge:

In 4th grade, students compared the industrial North and the agricultural South prior to the Civil War. They were introduced to the geographic characteristics and boundaries of each region, the nature of the economy of each region and the basic way of life in each region (4-6.1). They did not study the variety of economic activities within each region.

In 8th grade, students focused on the agricultural economy of antebellum South Carolina including plantation life, slavery, and the impact of the cotton gin (8-3.1). They studied the impact of key events that led to South Carolina's secession from the Union, including the nullification crisis and John C. Calhoun and the Tariff of 1832 (8-3.2).

In United States history, students were required to summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC 1.1). Students will need to understand the regional differences that affected the civil rights movement and continue to impact voting patterns (USHC 9.5).

It is essential for students to know:

Students must be able to identify on a map the areas that are known as **North, South, the West**. They should understand the moving frontier that defines the West. They should understand how geographic factors starting in the colonial period led to differences between the regions including safe harbors and fast flowing rivers in the North, fertile land for cash crops in the South and abundant **new resources in the West** such as fertile farm land and mineral deposits. The **North developed industry and finance** in part because capital earned through the shipping industry was available for investment as a result of the Embargo of 1807 and the War of 1812 while the South continued to invest in slavery and **agriculture**. The West also remained largely agricultural.

They should understand that economic differences affected and were affected by social differences between the regions, including differences in religion and education as well as differences in the dependence on slavery and immigration as sources of labor. Economic differences contributed to political controversies including controversies over the creation and continuation of the National Bank, economic policies such as the embargo of 1807, the protective tariff, internal improvements and slavery. The precedent-setting rulings of the Marshall Court (USHC 2.7) helped to lay the foundation for economic growth through support for the sanctity of contracts and the National Bank and the federal role in interstate commerce. However, these controversies were not resolved by Supreme Court rulings. They should understand the impact of the Erie Canal and Henry Clay's American System on the economic and political alliance between West and North that the South found threatening. These economic and political differences helped to lay the groundwork for the political controversies of the 1850s that led to secession and war.

It is not essential for students to know:

Students need not know the term Mason-Dixon line nor the location of each state within the North, South or West. They need not understand the changing position of Northern and Southern politicians on the issues, particularly the tariff, that Daniel Webster at first opposed protective tariffs in order to protect the interests of the New England shippers and then changed his position as the North developed their infant industries; or that John C. Calhoun at first supported a protective tariff when he believed that the South might develop an industrial economy but then vehemently denounced it in the *South Carolina Exposition and Protest*. Although students should understand the tariff as an issue they need not understand the specific political and constitutional questions that led to and were exemplified in the Nullification Controversy over the Tariff of 1832, the Force Bill or the compromise that ended it. Although students should understand how the precedent setting rulings of the Marshall Court (USHC 2.7) helped to lay the foundation for economic growth, they need not remember the names of the specific cases such as *Dartmouth v. New Hampshire*, *McCulloch v Maryland*, *Gibbons v Ogden* or their relationship to commerce.

Assessment guidelines:

Appropriate assessments will require students to **compare** the economic development of the North, South and West in the United States. Students should be able to recognize **examples** of those developments, **explain** them, **classify** developments according to region, and **summarize** the development in each region. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period. Students should be able to **interpret** the significance of these regional differences and **infer** their impact on American political unity.